



Physical Education Curriculum Guide - Kindergarten

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Physical Education Domains:

- Motor Skill Development ○ Movement Skills and Concepts ○ Strategy
 - Sportsmanship, Rules and Safety
 - Fitness
 - Physical Activity

Practices:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

PACING CHART

Unit	Time Frame
Unit 1: Motor Skills Traveling Chasing, Fleeing, Dodging Balancing Weight Transfer and Rolling Kicking and Punting Throwing and Catching Volley and Dribbling	40-45 days
Unit 2: Fitness Games Spatial Awareness Fitness Components Safe Movements Game Strategies	35-40 days
Total	75-85 days

Educational Technology

Indicators: 8.1.2.A.4, 8.2.2.B.1

- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **(Unit 1)**
- Identify how technology impacts or improves life. **(Unit 2)**

21st Century Life and Careers Skills

Indicators: 9.1.4.A.1, 9.2.4.A.2

- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. **(Unit 1)**
- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 2)**

Career Ready Practices

Indicators: CRP3, CRP4, CRP6

- Attend to personal health and well-being. **(Unit 1, Unit 2)**
- Communicate clearly and effectively and with reason. **(Unit 1, Unit 2)**
- Demonstrate creativity and innovation. **(Unit 1)**

Grade: Kindergarten	Content: Physical Education	Unit 1: Motor Skills
Topic: Traveling, Chasing, Fleeing, Dodging, Balancing, Weight Transfer and Rolling, Kicking and Punting, Throwing and Catching, Volley and Dribbling		Time Frame: 40-45 days
<p>New Jersey Student Learning Standards:</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e. skills practice) and applied settings (i.e. games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.3 Determine how attitude impacts physical performance.</p> <p>2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> How does effective and appropriate movement affect wellness? Why do I have to understand concepts of movement when I can already perform the movement? <input type="checkbox"/> To what extent does strategy influence performance in competitive games and activities? Why do I have to understand concepts of movement when I can already perform the movement? <input type="checkbox"/> To what extent does strategy influence performance in competitive games and activities? Why do I have to understand concepts of movement when I can already perform the movement? <input type="checkbox"/> To what extent does strategy influence performance in competitive games and activities? Why do I have to understand concepts of movement when I can already perform the movement? 	<ul style="list-style-type: none"> <input type="checkbox"/> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. <input type="checkbox"/> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. <input type="checkbox"/> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

Skills

Students will be able to:

- Develop and apply locomotive skills such as: climbing, walking, running, hopping, jumping, skipping, sliding, leaping galloping. □ Develop and apply the skills necessary to volley and dribble: bouncing, catching, dribbling volleying.
- Develop and apply the skills necessary for throwing and catching: overhand throw, underhand throw one handed throw, two handed pass, overhand catch, underhand catch.
- Develop and apply the skills necessary for kicking and punting: partner or wall passing, target striking for distance and accuracy, trapping.
- Develop and apply the skills necessary to complete the following activities: donkey kick, cartwheel, vaulting, log roll, forward roll, back roll, tumbling, ready position, hand stand
- Develop and apply the coordination and balance to complete the following activities: dynamic, static, balance beam, headstand, balance with manipulatives, weight transfer.
- Develop and apply the motor skills necessary to: jump rope, springboards, hurdles, vaulting, dismounts.
- Develop and apply the coordination to participate in: tag games, modified games.
- Develop and apply the motor skills necessary to participate in the following games: Grid Work, Small Sided Games, 3 v 3, Hot Box, Cookie Monster Tag, Stuck in the Mud, Catch and Chase, and Catch and Tail.

Vocabulary		Resources	Assessment/Project
Climb Run Jump Slide Gallop Dribble Fingertips Palm of Hand Throw Throwing Hand Balance Teammate Donkey Kick Vault Forward Roll Tumbling Balance Beam Cooperation Landing Tempo Chase Fake	Walk Hop Skip Leap Catch Volley Forearm Serve Opposite Foot Pass Shoot Goal Cartwheel Log Roll Back Roll Ready Position Headstand Coordination Rhythm Freeze Dodge Boundary	PE Central www.pecentral.com <input type="checkbox"/> AAPERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com	Formative Assessments: <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion Summative Assessments: <ul style="list-style-type: none"> <input type="checkbox"/> Written Test • Performance Test • Peer Assessment Alternative Assessment: <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
Differentiated Instruction			Interdisciplinary Connections

At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities Repeat, clarify, or reword directions • <input type="checkbox"/> Restricted warm-up activities Fewer skills spread out over a longer period of time <input type="checkbox"/> Lead-up games only <input type="checkbox"/> Modifications in equipment or playing area <input type="checkbox"/> Addition of special game rules for medical or other limitations Assign students a Bilingual or Englishspeaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will use simple songs when participating in games to coordinate the rhythm and tempo of the music with body movements. (1.3.2.B.1)

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Use a whistle to demonstrate start and stop times. Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate/model the activity for the students. Ask students to categorize objects. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop non-verbal cues, such as holding up a hand to say “stop.” <input type="checkbox"/> Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. • <input type="checkbox"/> <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture. • <input type="checkbox"/>

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Mark/Label positions on playing space using pictures or symbols. • <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. Provide sentence frames showing use of transition words. • <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers and use academic vocabulary while executing a movement skill. Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. As student to tell “Why do you think....?” or “What would you recommend?” <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Use well defined boundaries and reduce the playing area. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Decrease the distance and provide oral prompts to skill directions. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Kindergarten	Content: Physical Education	Unit 2: Fitness
Domain: Games, Spatial Awareness, Fitness Components, Safe Movements, Game Strategy		Time Frame: 35-40 days
<p>New Jersey Student Learning Standards:</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.5.2.B.2 Explain the difference between offense and defense.</p> <p>2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p>2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</p>		

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> Why do I have to understand concepts of movement when I can already perform the movement? <input type="checkbox"/> To what extent does strategy influence performance in competitive games and activities? • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Why is sportsmanship important? • <input type="checkbox"/> What is movement? • <input type="checkbox"/> Do we all move the same way? <input type="checkbox"/> How does effective and appropriate movement affect wellness? <input type="checkbox"/> Why do we have rules? Why do we sometimes take risks that can cause harm to ourselves and others? What is the minimum amount of exercise I can do to stay physically fit? 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. <input type="checkbox"/> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. <input type="checkbox"/> When you feel comfortable and confident when performing motor skills, you are more likely to participate in health-enhancing forms of physical activity throughout life. <input type="checkbox"/> It is important to understand how to move and why it is necessary. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity

	<ul style="list-style-type: none"> ☐ Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to one self and others. situations. ☐ Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. ☐ Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
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Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop and apply the skills necessary to play a game with other students: tag, cooperative, competitions. • Follow the rules and etiquette for various games. • Demonstrate good sportsmanship when participating in an activity with peers. • Communicate effectively with peers and work toward a common goal. • Develop and apply the skills necessary to demonstrate good technique when participating in games: offensive strategy, defensive strategy, cooperative strategy, player positioning, faking, dodging, defending space, varying speeds/pathways, transition. • Develop and apply the skills necessary to ensure safe movements during physical activity: verbal and non-verbal cues, directions, use of vocabulary, safety rules, sportsmanship, positive behaviors, demonstrating personal responsibility. • Develop and apply the skills necessary to demonstrate physical fitness: body composition, cardiovascular endurance, muscular endurance, balance, flexibility, speed, agility. • Develop and apply the skills necessary to demonstrate spatial awareness: planes of the body, levels of movement, range/size of movement, direction or movement, and relationships to objects, people, self.

Vocabulary	Resources	Assessment/Project
<p> Teammate Sportsmanship Offense Defense Strategy Rules Cooperative Game Competitive Game Score Stretching Warm-Up Fitness Strength Endurance Balance Agility Speed Core Sedentary Inactive Personal Space General Space Boundaries Planes of Movement Size of Movement Left Right Forward Backward Directions Non-Verbal Cues Verbal Cues Player Positioning Fake Dodge </p>	<p> PE Central www.pecentral.com <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com </p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <p><input type="checkbox"/> Written Test</p> <ul style="list-style-type: none"> • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<ul style="list-style-type: none"> ☐ Compare the attributes of various things that can contribute to success in a game or physical task (i.e. speed of a ball when throwing, or height of a basket when shooting). (K.MD.A.2)
<ul style="list-style-type: none"> • ☐ ☐ ☐ Reteach/peer teaching activities Repeat, clarify, or reword directions • ☐ ☐ Restricted warm-up activities Fewer skills spread out over a longer period of time ☐ Lead-up games only ☐ Modifications in group size during ☐ Modifications in equipment or playing area ☐ Addition of special game rules for medical or other limitations ☐ Assign students a Bilingual or Englishspeaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students • Cross-curricular activities 	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Use visuals to support students with activities. ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. Help the student to learn the classroom and school routines. 	<ul style="list-style-type: none"> ☐ Present information using modeling and videos to demonstrate expected execution of skills. ☐ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. ☐ 	<ul style="list-style-type: none"> ☐ Utilize a total physical response approach to demonstrate skills. • ☐ ☐ ☐ Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. • ☐ Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

<ul style="list-style-type: none"> <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create "I need" cards for student to hold up when he or she needs something. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Label objects around the room and around the school in English and other languages. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. <input type="checkbox"/> 	
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Have students use songs and games that require following along with a model to facilitate language. Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use picture cards with labels to explain fitness moves (i.e. high kneeling, etc.). <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell "what would happen if questions, Tell me as much as you can about...." <input type="checkbox"/> Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. "however", "moreover", "in contrast", etc.) <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask students to explain their fitness goal using vocabulary that was previously taught. <input type="checkbox"/> Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell "Why do you think....?" or "What would you recommend?" <input type="checkbox"/> Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage. <input type="checkbox"/>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Slow the pace of the activity or lengthen the time needed to complete a fitness activity. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Give continuous verbal and/or visual cues when executing fitness activities. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers